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HOW TO STRENGTHEN THE MEMORY.

Brief extracts from a Lecture delivered before the Utah County Teachers' Association,

[By B. Cluff, Jr., B. M. D.]

Professor Bain has said: "The leading inquiry in the art of education is how to strengthen the memory." While this may not be strictly correct we can in truth say that one of the leading inquiries in the art of education is how to strengthen the memory.

What memory is: The mind is a unit, not a collection of units. Self as memory remembers. Self as reason, reasons, and as (sense-perception) forms sense-percepts. It is the *self*, the *ego* that does.

The brain in connection with the nervous system, is the organ through which the mind acts. Through our organs of sense we know the outer world. The nerves from the senses carry excitations to the brain and the mind interprets these excitations into sensations. As soon as an excitation similar to, or exactly like a previous one reaches the brain, the previous one is recalled by an act of memory. It is the duty of memory to recall sensations. It must also register and retain sensations or experiences.

Memory is not a separate faculty of the mind in the same sense as reason or judgment is. It is an expression or capability of all the faculties. Thus we find some people with a good memory for words and a poor one for dates, etc. We must therefore exercise all the faculties in order that the whole memory may be strengthened.

Upon what memory depends: As memory is to recall, we see at once that first impressions must be clear in order to have clear recalled impressions. To strengthen the memory therefore we must first cultivate the senses. As the clearness of our mental images depends upon the amount of attention given, we must, to strengthen the memory, cultivate the power of attention. Baldwin says that weak attention and poor memory are always found together.

Kinds of memory: Kay recognizes three kinds of memory: Local and verbal, Rational, Representative or Imaginative. All have noticed that places or objects recall ideas previously associated with them. This fact lead the ancients to form systems of Mnemonics or "Localities." Rational memory depends upon association. It seeks, however, points of similarity between ideas and thus binds the ideas together. Dr. Abercrombie highly recommends "the constant practice of tracing the relation between new facts and others with which we are acquainted." Teachers will do well to

train pupils in the habit of discovering relationship or similarity between objects by pointing out to them the relation of facts to each other.

Imaginative memory is the highest form, and does not look to associations which is only a means of recalling ideas, but looks to the formation in the mind of clear and distinct images. Here we must cultivate the attention and the imagination, that is the power of mind by which it projects ideas in space and examines them.

The great law by which the memory is strengthened is exercise. The habit of recalling every evening the events of the day is a good one. Frequent reviews should be had in all subjects of study.

Summary: To strengthen the memory we must;

- (1) Carefully train the organs of sense.
- (2) Cultivate the attention,
- (3) Attend to proper associations,
- (4) Carefully form clear and distinct mental images,
- (5) Cultivate the faculty of imagination,
- (6) Systematize all knowledge.

REPRESSING THE ACTIVITIES OF CHILDHOOD.

"There are three classes of educators," says Hughes. One dams up the fountains of the free tendencies of childhood, and turns the stagnant waters back upon the child-life, so that they drown it out; another goes to the other extreme, and says, "Let Dame Nature have her way unrestrained. let childhood unfold itself." He lets the waters flow freely enough, but they unfortunately have a natural tendency to flow in wrong directions. Like real water, they flow down hill, and far too frequently transform what might have been a fertile valley into a marsh. The proper method recognizes the necessity of a full development of the natural faculties and the free exercise of them, but it gives them direction without seeming to do so. It selects the channel in which the stream should flow, and inclines each little rill of character in that direction, so that as the stream flows onward it gains more breadth and depth and momentum, until it becomes a mighty river, bearing on its bosom freights of blessing toward the sea of life.

Some teachers are horrified if pupils laugh in the school-room. The discipline that cannot stand a good laugh frequently is unnatural and unsound. Giggling and tittering should be forbidden as unbecoming, but a genuine hearty laugh, indulged in by both teacher and pupils for a proper reason, may be repeated often

with the best results even to the discipline of the school.

THE STUDY OF NATURE.

In childhood the senses are open to the reception of truth of the outer world. A child sees and hears a thousand things that escape the observation of a man. Train him in the usual mode of education and he soon loses the habit of attending to outward things, learns to tread upon the insect and to pass by the flowers, to let the birds sing unnoticed, and the pebble glitter untouched. But give him a true education, including in his studies, as a prominent feature the elements of chemistry, botany, and zoology, and his eye shall not become dim nor his ear dull of hearing; in manhood his heart will be open to the sweet influence of the flowers, and to the grandeur of the starry heavens; he will read the meaning of each singing bird, catch the true expression of the solemn tones of the thunder. When the forest ocean surges under a July breeze, and the clouds sail majestically through the blue sky, they will fill his heart with emotions unknown to one who despises these glorious works of the Most High as being mere matter."

RESOLUTIONS OF DISRESPECT TO THE LATE JOHN DOE.

Whereas. In the providence of an allwise benefactor, John Doe was, on the 1st day of May, 1891, removed from our midst by expulsion in the most frightful form, and

Whereas, His conduct during that day was unbecoming a man occupying the position he then held among the students of this Academy, and

Whereas, He has been expelled from our midst in the winter of his life, and in the weakness of his manhood without warning of his terrible doom, and

Whereas, He exhibited in his life the most unsocial and heathenish qualities by objecting to his name being used so frequently by all classes; therefore be it

Resolved, That in the expulsion of John Doe we have got rid of a most ignoble and unworthy associate; a despised and unvalued friend; a detestable and pusillanimous companion whose well deserved fate we glory in; whose memory we will strive to forget, and whose name we will use no more in class recitations, also

Resolved, That these resolutions be published in the STUDENT, and in all other leading news papers of the world; that his name be forever ignored and forgotten by mankind.

The above resolutions were drawn up by a student in Grammar for an exercise in composition.

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RECOMMENDATION.

PROVO CITY, January 22, 1891.

It gives me pleasure that I can comply with the solicitation of the manager of the "B. Y. A. STUDENT," and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such recommend it to their kind consideration and support.

DR. KARL G. MAESER,

Gen. Supt.

THE teacher's personal conduct has much to do with the order of his school. A bright, cheerful teacher, has bright, cheerful pupils, for pupils are imitative; while one who is fretful will impart the same spirit into his pupils, and worry them into fretfulness. Walk into the schoolroom where a noisy teacher holds forth, note the discipline,—the restlessness of the students, and the sharp and loud answers they make to the interrogations of the teacher. Now notice that class which is going to the recitation benches, see with what indifference the members walk along, making unnecessary noise with their feet; in fact, there seems to be an unseen fiend that stalks among the students. A noisy, disorderly teacher, always has a noisy, disorderly school. The maxim is old but always true: "As is the teacher so is the school." The teacher therefore must be orderly, if he would have order in his school. His manner of address to the pupils must be pleasant and conversational; his manners of walking across the floor must be such as not to attract attention. If he speaks in loud tones, his pupils will speak in loud tones, and if his movements about the room be noisy, he will find ready imitators among the children.

THERE was a time in the world's history when it was considered that any one unfit for other occupations was good enough to teach school. Professional training was not considered requisite to teachership. But gradually the world began to learn that the teacher's profession like other professions needed previous technical training. La Salle instituted a normal school and after him the leaders

of the French republic. Normal training is now recognized by all educators as necessary to effective school work. Almost every state and territory in the Union has its well equipped training school and before entering upon the responsible duties of a teacher, all persons are requested to take a thorough course.

We advocate the policy in Utah. Let more training schools under well qualified teachers be established and require of all as a requisite to a teacher's profession to take a complete course.

It is, too, to the interest of the teacher to be well qualified in his calling. Poor teachers, those unqualified for their work will be crowded to the wall, or be relegated to insignificant positions, while trained and qualified instructors will take the lead. This is right. For the good of the child and all concerned unqualified teachers should not be engaged. A wrongly taught child is worse than one not taught at all, and the quicker parents discover this fact the better it will be for their children.

The question whether school should close for May Day was left to the decision of the students, and of course was decided in the affirmative. Prof. Cluff advised the students not to study during the day which was fully carried out. Many spent the day in fishing, others went to the lake, a number went gathering flowers on the hill sides. No doubt all appreciated the holiday and will be able to continue their studies with renewed energy.

The Physiological structure of the ear is under consideration in Physiology and on account of technical names many of the students are complaining and growing pale over the thoughts of the impending examination. Names without the meaning they convey are worse than useless.

GEMS OF THOUGHT ON EDUCATION.

A boy is better unborn than untaught—
No amount of intellectual knowledge will make a man educated—S. J.

Education commences at the mother's knee, and every word spoken within the hearsay of little children tends toward the formation of character—H. B.

Education is the only interest worthy the deep controlling anxiety of the thoughtful man.—W. P.

Do not train boys to learning by force and harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.—Plato.

If you devote all your time to study you will avoid all the irksomeness of life, nor will you long for the approach of night, being tired of the day; nor will you be a burden to yourself nor your society uncomfortable to others.—Seneca.

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NORMAL ITEMS.

[O. W. Andelin.]

Examinations stare us in the face.

Oral review in Senior Theory commences to-morrow.

To-day finishes the reading of *Emile* in the Senior class.

One more lesson of Psychology will finish the book.

"The Senior class will pass a very creditable examination this year," says Prof. Cluff.

On June 29th, the summer Normal school will begin and continue two weeks, after which the U. C. Teachers Institute will be held at Castilla Springs, and the course will be continued there.

Rousseau thinks that the student ought to have his mind in his brain, and not at his tongues end.

Work on the new Academy commences this week. Students! all try earnestly to accumulate means enough to take you through another year.

"Things! things!" I cannot repeat often enough that we attach too much importance to words. Our babbling education produces nothing but babblers."

Tate's Philosophy grows more and more interesting as the subjects expand and consider the various educational principles necessary for a teacher to understand.

The warm weather does not seem to affect the Normals much, as the most of them spent the time between last Thursday and yesterday in serious study.

Prof. Cluff says the prospective graduates are doing very good in their Practice examinations.

"You may make any full stop, colon, semicolon, or comma of life before your children, but not a note of exclamation."

"The body is the coat of mail and breastplate of the soul, so let this in the first place be hardened into steel by heat and cold. Let every father provide as well as he can, a little gymnastic school round his house, the very street in which the boy plays, runs, falls, climbs, and bids defiance, is something. Wounds got in the street are sooner healed and more wholesome than wounds got at school, and they teach better how to bear pains."

PERSONALS.

Prof. Cluff went to Salt Lake last Friday Evening.

Dr. Maeser arrived to-day from an extensive trip through Southern Utah.

Prof. Cluff attended conference at Heber city last Sunday.

George Cluff, senior normal, will attend the Cook County Normal School in Ill., next year.

Richard R. Lyman will enter the University of Michigan next year in the Civil Engineering Course.

VISITORS.

N. L. Nelson, Julia Clyde Minnie Haymond, Clara Scovil, Neils P. Neilson, Henry Hayes.

LOCALS, GENERAL.

A new type-writer for the Business College has arrived.

On account of May Day there was no Polysophical Society last Friday evening.

Special examination papers in Physical Geography on the whole were good. All passed.

Written reviews in Church Chronology were completed last Monday. Oral reviews begin Thursday.

Dr. Julia McDonald, student of the Medical College of the University of Michigan, will be matron of the Academy and lecturer to the ladies in Hygiene and Morals.

Miss Finch, of the 18th ward Salt Lake City Seminary, will conduct the Kindergarten school in place of Miss Cobb, whose health will not permit.

Dr. Maeser arrived from the south to-day, he and Prof. Cluff will go to Salt Lake city this evening, to attend a meeting of the Examination Committee.

The class in Natural Philosophy is just finishing the subjects of reflection and refraction of light, and will take up the spectrum today.

What are you going to do during vacation? Can be heard more than any other one expression in the Academy.

Brick making for the New Building commenced last Thursday. This is what we like to see, and we hope the wheels of the construction will not clog until the spires pierce the fleecy clouds.

The talk on memory delivered before the Juniors by Prof. Cluff last Thursday, was an excellent one. The system of mnemonics was emphasized in aiding the recalling of ideas. If time affords, the talk will be continued some time in the future.

WHAT SHALL I CALL THEE?

O what shall I call thee lovely Spring
To signify thy worth?
The Great Unknown whose magic power
Awakens sleepy earth?
The giver of sweet flow'rs and birds;
Of Heaven's balmy breeze?
O no, my youthful tongue declines
To call thee one of these.

We need it seems a Heavenly word
Thy beauties to portray,
And what that Heavenly word should be
Arouse my thoughts to-day.
To view thy beauties as they are
Doth make my bosom swell,
But by what name you should be known
I'll let the gifted tell.

VERNON.

CARD.

Provo, May, 4th, 1891.

To whom it may concern:

I take this means of acknowledging that I did wilfully write an article published in the "B. Y. A. STUDENT" (of April 7, 1891.) by which the character of Thomas John a highly respected student of the Commercial Department of the B. Y. A. was injured, and I hereby say that the article published was false.

H. C. Lund.

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